

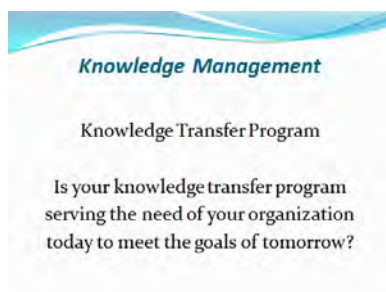
SCRIPT FOR MENTORING For Success!

Slide 1



Thank you and I am having a fantastic morning. Welcome to the Caltrans Mentoring Presentation, my name is Randy Weissman. I am the Office Chief of Learning and Development at Caltrans. I want to thank you for attending this presentation and I hope that this will inspire you to promote mentoring in your department or enter into a mentor/mentee relationship! I'd like to point out that this presentation is based on the CalTrans Mentoring Handbook which you can all see in front of you now. This is available for download straight from this presentation or you can go on to the DPA website and download it at your convenience.

Slide 2



Now mentoring, I like to refer to as knowledge management. When I approached the Executives at Caltrans, they sort of know what mentoring is, but when I say knowledge management, it gets their attention.

To achieve successful Knowledge Management within any organization, there must be a defined Knowledge Transfer Program in place. The program asks the question, “Is your Knowledge Transfer Program serving the needs of your organization today to meet the goals of tomorrow?”

It used to be job descriptions, desk manuals, formal training and on-the-Job training would suffice as Knowledge Management. It wouldn't be an official program, it would kind of be there and everybody would know about it. It would be training, it wouldn't be documented. Now we're getting into succession planning, we're getting into Workforce Planning. These are becoming more important for an organization to remain healthy. They also need to do this to retain good employees. The workforce is getting more competitive. While mentoring may take an investment of time and resources today, having an educated, well-rounded workforce will assist in meeting organizational goals in the future.

Polls or slide 3



I have some questions for you because I want to understand if mentoring taken hold in State Government. So the first poll question I want to have you answer is:

Have you ever had formal mentoring in your career?

Please go ahead and check the red box for yes, the blue box for no. So, it looks like seven of you have had formal mentors in your career which is actually higher than what I thought it would be unless all seven of you work in the same State agency. Next question,

How many of you have had informal mentoring in your career?

Ok, that's not so surprising, a lot people both in training, workforce planning and Personnel tend to be a lot more outgoing and understand the importance of networking and establish those relationships on their own, so that's great.

Last poll question, does your organization have a formal mentoring program?

Let me give it just another minute, 18 people have answered. So far, looks like about one third, anybody else wanna answer this question? That's rather impressive, I'm surprised that about a third, maybe there's less now, have had a formal mentoring program. I know Franchise Tax Board does, I know some other agencies have just started. I recently spoke at a Leadership for Government Executive Panel with CHP that does have a mentoring program and the Franchise Tax Board that also have a mentoring program. I believe State agencies are still at the infancy stage, I think State agencies are doing something a little bit different which is understandable. State agencies have different policies, different ways of doing things.

Let's go back to the PowerPoint.

Based on your answers, State agencies still have a lot of catching up to do. So, let's get started and take another peak at the Caltrans Mentoring Program. Hopefully this will be of some assistance to you.

SLIDE 4



So, how do we go about shaping a mentoring program?

This is how mentoring becomes a part of the organizational culture. It is recognized as being a benefit to the participants, the supervisors, the managers, the entire organization. A hiring supervisor would ideally recognize that a mentee is an employee who is interested in ascending the career ladder by making an investment in themselves.

Also, time has to be committed to the relationship. The supervisor or mentee must allow the employee time to meet with their mentor. This relationship should be given the same priority as other duties.

The mentor/mentee relationship also must include specific goals. These goals are outlined in the Mentee Development Plan that we will discuss later in this presentation. In fact, I have an example worksheet to show you. Looks like we have a question. That's great, the more questions you have, the more we integrative activity we can have too.

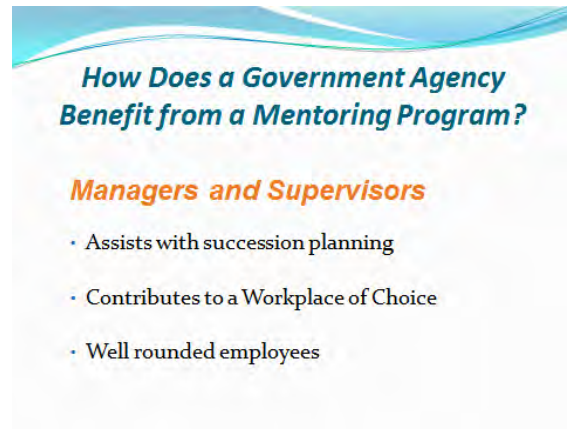
It says we have question, I don't see it, maybe you can help me with that Joan?

Yes Joan?

Joan: I'll take care of it.

Ok, thank you very much. Let's go on to the next slide.

SLIDE 5



How does a Government Agency Benefit from a Mentoring Program?

I know I can speak for Caltrans, in August of 2010, 70% of the CEA's were 55 or over. 25% of the entire Caltrans workforce was 55 or over. So at Caltrans, that means 5000 employees could potentially retire at any time. And many of them have started. I'm sure they have at your agency too. This makes knowledge transfer an integral part of any strategic plan. So if you are working on any Strategic Plans, Workforce Plans, mentoring is a solution to the knowledge drain that agencies are currently seeing.

Mentoring also contributes to a Workplace of Choice, when unemployment norms, there will be a smaller pool of qualified applicants applying for State agencies' vacancies. The more options an agency can offer, the better position they will be in to attract and retain these valuable employees. Some Workplace of Choice options, in addition to mentoring, include Flexible Schedules, Telecommuting, Hoteling, Job Shadowing and Job Rotations. And to attract the employees that will be entering the workforce, we really have to delve deep into the workforce of choice, and change the way we manage our employees in order to retain them or else they're just going to go elsewhere.

Mentoring also create a Well Rounded employee, these are employees that are politically Savvy, they who know how to get the job done.

Have we got that question yet checked? We can't hear the audio.

Joan: We're working on it, Randy.

Randy: Should I stop until we fix that or shall I keep going? Joan?

Joan: Keep going.

Randy: Thank you, ok . . .

SLIDE 6



So, what do employees get from mentoring? Well, they learn from someone who has done it! Sometimes a star employee can be maybe introverted, shy and unable to make the connections necessary to build that support network that we all lean on at times. An established mentoring program can be the first step to introducing this employee to people they need to know in the organization.

It also provides the employee a better understanding of the organization – They learn multiple views and the political environment in the organization. And it really protects the employees from getting limited organization knowledge, or information only from the dreaded grapevine.

An investment in their own Career Development - Provides another option for employees to invest in their own career and the future health of the organization. These are people you'll really want to keep.

SLIDE 7

Goals of the Mentoring Program?

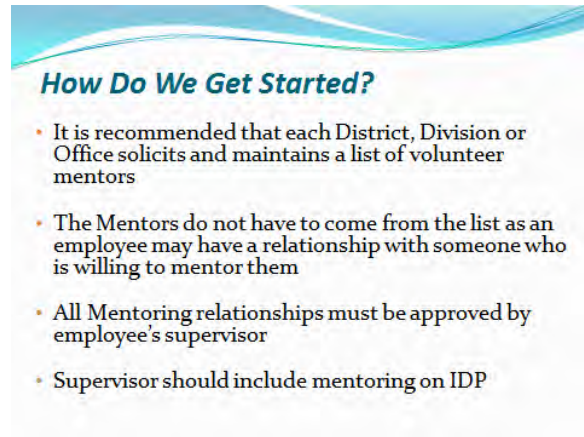
- Enhance Leadership Competencies
- Guide employees in achieving career goals
- Retain highly qualified and experienced employees



What are the goals of the mentoring program? And we thought a lot about this when we developed the handbook. A lot of the mentoring handbook we adapted from the New York Department of Transportation Mentoring Program. Their mentoring program is fully funded. They work matches, they monitor the mentoring relationships and they have measurable outcomes. At Caltrans, we're not funded. So we're putting the tools out there, racking consulting status and so far so good. But the goals of mentoring program well, first have Leadership Competencies. If you are attending this presentation, I bet most of you are familiar with the Leadership Competencies on the HR Mod website and if you are not, absolutely make yourselves aware of those. Looks like that was same question, sorry about that.

The mentoring program also guides employees into achieving career goals and they ask employees where they want to be professionally in five years and they work with the Mentor on how to get there. And the things they learn from the mentor might change what those goals are, who knows? And like I said before, it allows agencies to retain qualified and experienced employees.

SLIDE 8

A presentation slide titled "How Do We Get Started?" with a blue wavy header. It contains four bullet points: "It is recommended that each District, Division or Office solicits and maintains a list of volunteer mentors", "The Mentors do not have to come from the list as an employee may have a relationship with someone who is willing to mentor them", "All Mentoring relationships must be approved by employee's supervisor", and "Supervisor should include mentoring on IDP".

How Do We Get Started?

- It is recommended that each District, Division or Office solicits and maintains a list of volunteer mentors
- The Mentors do not have to come from the list as an employee may have a relationship with someone who is willing to mentor them
- All Mentoring relationships must be approved by employee's supervisor
- Supervisor should include mentoring on IDP

So I'm hoping you are asking yourself right now, how do we get started? In Caltrans, we're 20,000 plus employees, we're broken into 12 districts and headquarters. So, for one office in Sacramento to manage the program, it just really can't be done. So what we did at Caltrans, we recommended that each district, division or office solicits and maintains a list of volunteer mentors. The mentors don't have to come from this list, employee might have a preexisting relationship with someone who is willing to mentor them so that should be allowed.

All mentoring relationships must be approved by the supervisor but it's recommended that the supervisor be very liberal with their approval of these relationships. If they have an issue with the relationship, they should be able to hone in and put it in writing what is their issue with it. Maybe it's just too much workload at this time; but if you're saying that it's too much workload at this time, that workload is always going to be high, so when is that supervisor going to invest in the future health of the organization?

Of course, mentoring should be included on the individual development plans. This will integrate mentoring into the organizational culture. Also when a hiring supervisor sees somebody has been through a mentoring program, that should be an extra edge up that's showing that the employee is willing to invest in themselves.

Enhance Leadership Competencies. The Mentee Development Plan identifies what Leadership competencies will be worked on in the mentoring relationship.

Guide employees in achieving career goals- Ask employee where they want to be professionally in five years and maps out how to get there.

Retain highly qualified employees- If an organization is know to invest in it's own employees through Workplace of Choice activities and mentoring, employees are less likely to seek opportunities at other agencies.

SLIDE 9



Mentor Responsibilities

- Model Leadership Competencies
- Be willing to share experiences
- Help Mentee work toward goals
- Be willing to be Job-Shadowed
- Attend organized events and activities
- Maintain confidentiality
- Facilitate personal and professional contacts



What are the Mentor's responsibilities?

Mentoring responsibilities - it shouldn't be entered into lightly, like I said.

Model the leadership competencies - This provides the mentee with a front row seat to see the application of these competencies. They should be someone the mentee looks up to and wants to emulate. They should be in a position where maybe the mentee wants to get to that position one day.

They should help mentees work for their goals, and both the mentee and mentor should take pride when the goals on the developmental sheet are accomplished. The accomplishment of these goals is a measurable benefit of the relationship.

When you see these worksheets, they're developed prior to entering into the relationship or the very onset of the relationship. It says what they need to work on, where they want to be. And ideally, these goals should be measured and tracked to see the effectiveness of the overall program. It would have to be done so that the data is kept confidential because people might not want their future goals to be broadcast throughout the organization.

Attend organized events and activities that the mentee normally wouldn't be able to attend. This provides an excellent networking opportunity for the mentee. You kind of want to think what events would you take them to. It could be anything from an Exec meeting, it could be an outside meeting that they are not aware of. When I was in safety, there were many safety organizations that I would take my employees to. Or even for people that were thinking of getting into safety, that would get them exposed to it. Maybe they like it, maybe they do, maybe they don't. This becomes all part of facilitating personal and professional contacts.

Be willing to share experiences. When the relationship develops, this trust will allow both the mentor and mentee to candidly share their experiences. And not only the victories, but also the failures. As you know, often times, we learn more from our failures than our victories. We will do a self-assessment; self-assessments can be shared with the mentee so that they don't make the same mistakes; they learn from the mentor's experiences.

Of course, the mentor should be willing to be job shadowed by the mentee so they can see them work and apply the leadership competencies in everyday situations.

The most important role for both the mentor and mentee, is to maintain confidentiality. If that confidentiality is breeched by either party, then that relationship without trust is pretty much destroyed.

Now I've gone through quite a few slides, are there any questions at this point?

Ok. Then I shall proceed to the roles of the Mentor.

SLIDE 10



The mentor is a role model. The best mentors are the leaders in the organization, not just the ones with the most experience or the highest on the Organization Chart. Great leadership really happens at all levels in the organization.

We used to have a really robust mentoring program for our executive development program. And we realized that there are leaders from office assistant to the director of Caltrans. We want to be able to transfer the knowledge those leaders have into people who are aspiring to be leaders themselves.

The mentor is also a sounding board that is honest. If a behavior needs to change, the mentor must feel comfortable communicating this to the mentee and both the mentor and mentee must be open to constructive criticism.

The mentor is also a coach that guides the mentee but doesn't tell them what to do. They ask really pointed questions. They want the mentee to figure out the solutions themselves, look at all the alternatives.

The mentors are also skilled listeners ; they are sympathetic but realistic. When I was on the panel at the Leadership for Government Executives Program, somebody asked me should a mentor be a job reference for you. And I would

think in most cases yes, but if the mentor is honest, and the mentee is deficient, maybe the mentor isn't the best for job reference. The mentor should really be honest with the assessment of the mentee.

Slide 11

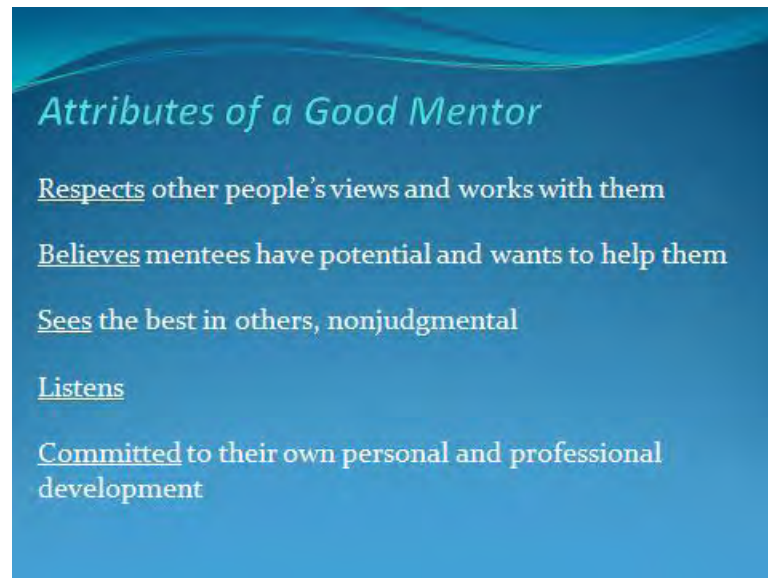


The mentor also acts as a career advisor. We talked earlier about the 5 year goal and jointly develops a plan to reach the mentees goals.

A Mentor is Teacher, a Motivator.

Like I spoke of earlier, throughout this relationship, a mentee is continuously learning so their career choices may change in the duration of the relationship. This change should be discussed between the mentor and mentee, and should be documented, the developmental should be updated as needed. It is not a stagnant document. And I look forward to showing that a little later in the presentation.

Slide 12



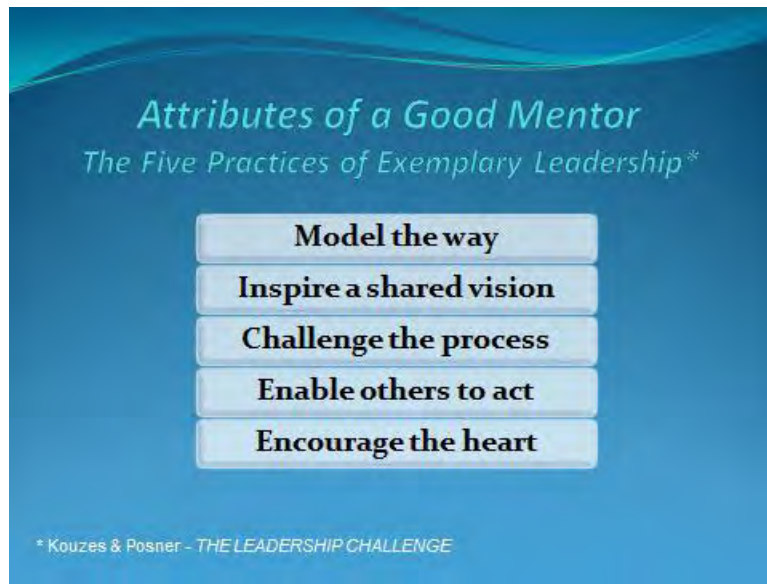
What are the attributes of a good mentor?

They respect other people's views and works with them, they don't enter into a relationship with their own agenda. They don't just want to check the box that says 'I was a mentor'.

Believes mentees have potential and wants to help them out. If they don't see potential in the mentee, then both parties are just wasting their time. They see the best in others and they actively listen. They're non-judgmental.

They're committed to their own development. They model the way for the mentee to follow by practicing the Five Practices of Exemplary Leadership. I would hope that most of you are familiar with the Kouzes & Posner's Leadership Challenge, the Five Practices of Exemplary Leadership. This is what we try to weave into all of our classes from On-boarding through our Executive training.

SLIDE 13



Model the Way- If you want to gain commitment and achieve the highest standards, you must model the way of the behavior you expect from others.

Kinda of a funny story. I had an informal mentor back in my early twenties. I was at State Compensation Insurance Fund, and I used to go to the gym with him for a mini workout at lunch and I used to wear jeans back then. And somebody at the gym came up to me and said, 'Wow, isn't that great, you work at a company where you can wear jeans.' And I looked and said, 'They don't say anything'. And he looked over at me and said, 'Well, we don't say anything but we **always** remember.' From that day on, I never wore jeans.

Inspire a Shared Vision- People must believe that their leader understands their needs and has their interests at heart.

Challenge the Process- Search for opportunities to innovate, grow and improve.

Enable Others to Act- Leadership of course is often a team effort.

Encourage the Heart- It's part of the leaders job to recognize contributions by showing appreciation for individual excellence. And that isn't salary; that's a pat on the back, that's publicly praising somebody. There's a lot of ways to

encourage the heart; we really have to think of creative ways as leaders in doing that.

One caveat, another funny little story with challenged process, one of our Executives amended that to challenged process while keeping your job. So when you challenge the process, you have to be cognizant of when maybe you are challenging it too much and know when you've said your peace and it's time to move on.

Randy: there's some questions here, check it real quick, nope. Ok, I'm just going to move on to the mentee responsibilities.

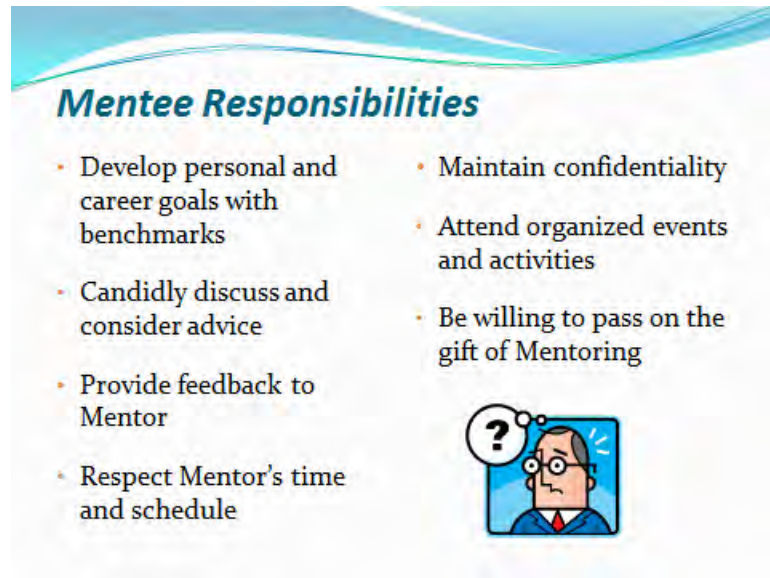
Joan: Randy, actually there is a question. Mike just asked if he can have permission to print your handbook.

Randy: Absolutely, you can download the handbook from this presentation; you can download it from the DPA website. It's yours to use, modify, however you like. I strongly believe in mentoring; the more you can spread it throughout the State service, the better off we will be as State employers. So, absolutely go for it.

Joan: Mike, thank you for asking the question, excellent.


Randy: Ok, and I appreciate those questions, so keep those questions coming, ok?

SLIDE 14



Mentee Responsibilities

- Develop personal and career goals with benchmarks
- Candidly discuss and consider advice
- Provide feedback to Mentor
- Respect Mentor's time and schedule
- Maintain confidentiality
- Attend organized events and activities
- Be willing to pass on the gift of Mentoring



Ok, back to the Mentee Responsibilities.

Develop personal and career goals with benchmarks. These are the measurable goals of the program. They are recorded on the developmental sheet and the mentoring contract. I will show you what they look like later and we'll talk about them a little bit. And again, it's my vision that one day when we do have some resources to place on this program, that we can show measurable results of the program. Right now we've introduced it, and we're hoping to see successes, kind of word of mouth and inform and have it built to the point where we can put the resources in it and measure how it is affecting the organization, and maybe get some return on investment on it.

As we talked earlier, candidly discuss and consider advice. Honestly share issues at work and be open to other ways of looking at things. The mentor is not always right, the mentee is not always right, listen to ideas, take your ego out of the conversation.

The mentee should provide feedback to the mentor. Is the relationship on the right track?

Maybe the mentor is pontificating on something the mentee is not interested in. And the mentee has to be honest and say, 'hey, that's not the direction I'm leaning in. Now this can also lead to some conflict between the mentor and mentee. The handbook acknowledges that some of these relationships can go toxic. The mentor and mentee need to realize that they can go into this relationship without any repercussions. And that's important, because sometimes the mentor isn't showing up, the mentee isn't showing up, they're not giving each other what they need out of the relationship. That pretty much segue ways into respecting the mentor's time and schedule; they're giving you the gift of mentoring. So, it's important that a mentee respect that. That the mentee take the time to schedule appointments, ask where the mentor wants to meet. Do everything at the mentor's convenience.

As I said before we talked a little bit about maintaining confidentiality. That's important. Attending organized events, activities, there may be organizations that pertain to where they want to be. Maybe they need to go to Toastmasters to build on that competency. Could be a bunch of thing;, it depends on the position you're in. I know with training, there's these Statewide trainers meeting. There's a whole bunch of local organizations that they might be interested in. Something to give them a step up or more knowledge of how to get to where they want to be in five years.

Also when a mentee is done being mentored, they should be willing to pass on the gift of mentoring. They've benefited from it and it's time to pass it on.

Randy: A Successful Mentee

Joan: Randy, before you go to mentee, we have a couple of questions.

Randy: Absolutely

Joan: And, we see that there is one from, I think that's Charlie; he asks if you are willing to come to other departments to train them?

Randy: Sure, absolutely.

Joan: Ok, Charlie, thank you for asking. And Mike, you asked if this is being recorded, and anyone else who wants to know, the answer is yes. And Mary has a question on 'What is the period of a formal relationship? Six months? One year, or unlimited?

Randy: We make a recommendation of at least six months, but again, the handbook is full of recommendations. When I was presenting this program to our Deputies of Administration, and there's 12 of them throughout the State. They'll be having office in Crescent City, that's District one in Caltrans. One of the recommendations in the handbook, and I firmly believe this, is that a mentor should not be your supervisor. But in District one, and we probably have 20 people working in the office, and that's the only way it's going to work. And if that's the only way it's going to work, then it should be flexible, they should be able to do it any way they see fit.

So the handbook, there's a lot of structure, a lot of worksheet you need to fill out. The mentoring program is not a one-size fits all program. So like I said, you can download it, adapt it to your individual agency's needs. And again, the more mentoring spread throughout the agencies, the better we'll all be.

I hope that answers your question.

SLIDE 15



A Successful Mentee

- Committed to personal and professional development
- Clearly-defined goals
- Assertive, able to ask for help
- Open, able to accept advice and feedback
- Consciously builds trust; is honest, maintains confidences
- Good listener

A successful mentee, they're committed to personal and professional development. And I say just by signing up to the program and sticking with it, definitely demonstrates that. Clearly defined goals, the mentee prior to entering the relationship is forced to filling out the developmental worksheet, which helps them find out what those goals are. The mentor shouldn't be the one spending most of the rest of their relationship pulling it out of them. The mentee should be a self starter, assertive. They should be able to ask for help when needed, open and able to accept advice, feedback, criticism, and maybe even be told when they are doing something flat wrong.

Mentees constantly build trust, honesty, maintain confidences; we already talked about that. And of course, the mentee is always a good listener. They're an active participant in the mentoring relationship. Like many aspects we spoke of, they drive the mentoring relationship.

SLIDE 16



A Successful Mentee (cont)

- Active participant in the mentoring relationship
- Goes out of their way to learn about the Mentor's world
- Confident, but also willing to admit weaknesses
- Takes responsibility for making the experience a positive one for the Mentor
- Shows appreciation and shares credit with Mentor for their accomplishments

What makes a successful mentee? Committed to personal and professional development. Clearly defined goals, assertive, open minded, builds trust, honest, good listener.

Mentors can get awfully busy. When we had the Executive mentoring program at Caltrans, we had a very good mentor, very knowledgeable, but you know, sometimes these executives get very busy and they might not be able to attend all these meetings. The mentee need to stay on top of it without being a nag, and trying to get what they can out of the relationship. They go out of the way to learn about the mentor's role; again this goes back to being an active participant in the relationship.

They're confident but willing to admit weaknesses; if they're not willing to admit weaknesses, then what are they going to work on? They take responsibility for making the experience a positive one for the mentor.

Mentor gives the gift of mentoring, the mentee needs to respect that and make this as positive an experience as they possibly can for the mentor. That's really one of their responsibilities. Show appreciation and share credit with their mentor for their accomplishments. If the mentee gets promoted or does

something they get acknowledged at work and the mentor helped them with that developmental activity, that should be acknowledged and shared and celebrated.

SLIDE 17

The slide features a decorative header with a blue and white wavy line. Below this, on the left, is an illustration of two stylized figures, one blue and one yellow, standing and interacting with a large blue puzzle piece. To the right of the illustration, the title "Mentoring Activities" is written in a bold, blue, sans-serif font. Below the title, there are two columns of bulleted text, each with four items. The first column lists: "Share experiences, both successes and failures", "Introduce Mentee to other managers and government officials", and "Identify developmental needs". The second column lists: "Identify training needs", "Discuss current challenges of Mentees work", and "Assist in completing actual work projects".

Mentoring Activities

- Share experiences, both successes and failures
- Introduce Mentee to other managers and government officials
- Identify developmental needs
- Identify training needs
- Discuss current challenges of Mentees work
- Assist in completing actual work projects

Mentoring activities, again share experiences, both successes and failures, introduce the mentee to other managers and government officials, maybe take them down to that other legislative hearing that might be a little scary for them.

Identify developmental needs. We'll talk about that, when we get to the developmental worksheet. Identify training needs; this is important because there's many places to get training; there's many free training opportunities out there that they might not be aware of. Discuss the current challenges of the mentee's work. How the mentor can help them out. Achieve the task that need to be done. And maybe the mentor can assist in completing actual work projects. That's also a good team building exercise for both the mentor and mentee to participate in.

And now, the mentoring tools.


SLIDE 18



These tools have been developed to assist with a successful mentoring relationship. And it requires work from the mentee before entering into the relationship.

What you see before you is the goals, objectives and needs worksheet. It's a sheet the mentee fills out prior to entering into the mentor mentee relationship. Some of these questions might sound a little personal, but a mentor mentee relationship is a personal relationship.

SLIDE 19

 This image cannot currently be displayed.

Appendix: Mentee's Goals, Objectives, and Developmental Needs Worksheet

Step 1: Clarify purpose and values

1. Identify the things you enjoy doing.

2. Identify the issues you care deeply about.

3. Identify your most important values.

4. Identify three changes you implement at work if you could do anything.

5. Identify the things you'd like to stop doing or do less of.

This worksheet is a sample and can be modified to meet the participants' needs.
Page 18 of 28

Now we are going to review several tools that have been developed to assist with a successful mentoring relationship.

- The Goals, Objectives and Development Needs worksheet
- Mentee Development Plan
- Caltrans Mentoring Contract
- Relationship checkup worksheet
- Mentoring meeting log worksheet.

SLIDE 20

The image shows a worksheet titled "Appendix: Goals, Objectives, and Developmental Needs Worksheet (cont.)". It contains instructions at the top: "Step 1: Write goals, objectives, and identify developmental needs. Attach to your resume packet on the previous page. You should have a good idea of what you like to do and what you hope to accomplish. Use the information on the form to print goals." Below the instructions is a table with three columns: "Goals", "Objectives", and "Developmental Needs". Each column has a set of numbered lines for writing. The "Goals" column has 4 lines, "Objectives" has 4 lines, and "Developmental Needs" has 4 lines. At the bottom of the page, it says "Page 60 of 60".

The Goals, Objectives and Needs Worksheet is a sheet the mentee fills out prior to entering into the mentor-mentee relationship.

Identify the things you like doing. The old saying is if you enjoy what you are doing, you will never work another day in your life.

Identify the causes you care about. Can they be integrated in your work? For instance the Heart Walk, United Way Chair, Go Green Initiatives

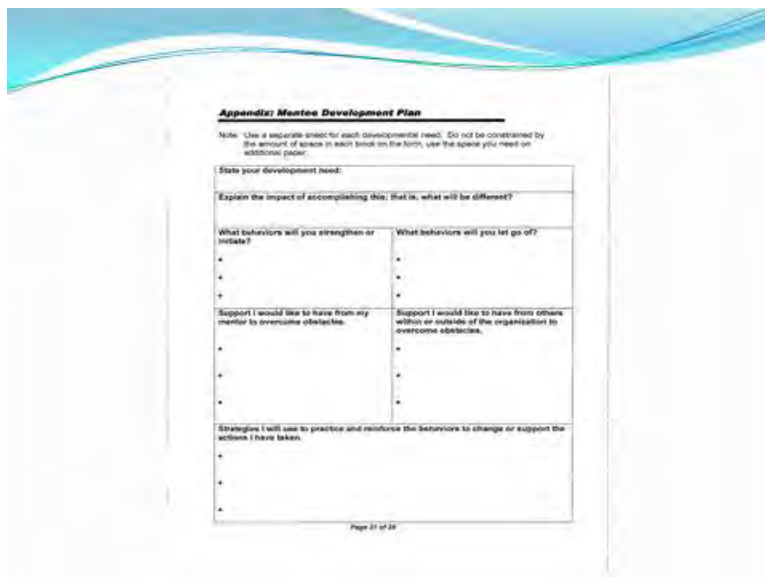
Identify important values. This clarifies the mentee's values Are they just working for a paycheck? What other opportunities can they strive for that really fit into their value system? Is this the right person for the right job? If someone is working for a paycheck, you are not going to get the maximum benefit from that employee. You really want somebody who likes what they are doing. Who sees the future in what they're doing.

Identify three challenges you would implement at work if you could change anything? This question you may look at and you should think "Nothing is impossible." And they need to be honest with what changes they would like to implement. The mentor can assist in identifying plausibility, barriers and possible

ways to implementation those changes. Could be something somebody has never thought of before, who knows?

Identify things you would like to stop doing less of, this is a way of identifying and correcting bad habits. This is kind of a litmus test prior to entering the relationship of how honest are you going to be with your mentor. So that one is kind of important for the mentor to look at when the mentee approaches him or her.

SLIDE 21



The image shows a worksheet titled "Appendix: Mentee Development Plan". It includes a note at the top: "Note: Use a separate sheet for each developmental need. Do not be constrained by the amount of space in each block on the form; use the space you need on additional paper." The form is divided into several sections for a mentee to fill out:

- State your development need:** A large text area for the mentee to describe their goal.
- Explain the impact of accomplishing this; that is, what will be different?** A text area for the mentee to describe the expected outcomes.
- What behaviors will you strengthen or initiate?** A list of three bullet points for the mentee to identify behaviors they want to develop.
- What behaviors will you let go of?** A list of three bullet points for the mentee to identify behaviors they want to stop.
- Support I would like to have from my mentor to overcome obstacles:** A list of three bullet points for the mentee to specify the support they need from their mentor.
- Support I would like to have from others within or outside of the organization to overcome obstacles:** A list of three bullet points for the mentee to specify support from other colleagues or external contacts.
- Strategies I will use to practice and reinforce the behaviors to change or support the actions I have taken:** A list of three bullet points for the mentee to outline their action plan.

At the bottom right of the form, it says "Page 21 of 28".

The goals, objectives developmental work sheet. Sorry that this pdf I couldn't get as clear, but again it's available in the Caltrans mentoring handbook that's downloadable in this presentation or at the DPA website.

So what are the mentee's goals?

What are the objectives to achieve these goals?

What are the specific developmental needs that the mentor can help you with to achieve these goal? This information provides the basis for the mentee developmental plan. This isn't the worksheet that should be filled out lightly in

five minutes. This is something the mentee should really think about. It's part of the disclosure they should go through before entering into the mentor-mentee relationship. It will help for the development of a really productive relationship. It will help them right now and down the line.

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Appendix: CALTRANS MENTORING CONTRACT

Mentor Name: _____ Mentee Name: _____

Responsibilities of the mentor and mentee:

| Mentor | Mentee |
|--|--|
| <ul style="list-style-type: none"> • Model leadership competencies, offer advice, act as a sounding board • Attend organized events and activities • Help the mentee seek career and personal goals • Be willing to share experiences, resources, talents, and observations • Be willing to be job shadowed • Maintain confidentiality • Facilitate personal and professional contacts • Be willing to participate in re-evaluation of the mentoring program | <ul style="list-style-type: none"> • Attend organized events and activities • Develop personal and career goals, and establish benchmarks for achieving them • Be willing to readily discuss issues and consider advice • Provide feedback to mentor • Respect mentor's time and schedule • Maintain confidentiality • Be willing to participate in re-evaluation of the mentoring program • Be willing to pass on the gift of mentoring |

Leadership competencies to be included and practiced:

• _____

• _____

• _____

Elements of the mentee's development plan to be worked on:

• _____

• _____

• _____

Mentoring relationship ground rules:

• _____

• _____

• _____

• _____

We have read and understood the guidelines for mentoring relationships.

MENTOR INITIALS DATE: _____ MENTEE INITIALS DATE: _____

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Now I'd like you to take a quick look at the Mentee Development plan. This is a tool that goes in depth about what the mentee will need to do to accomplish their goals. It requires the mentee to:

- Clearly state their developmental need, those are taken from the prior worksheet. These worksheet all build upon each other.
- Explains the impact of accomplishing this?
 - Increase in salary?
 - Promotional opportunities?
 - Personal and professional satisfaction?
- Identify behaviors to strengthen and that can go into training, exposure to other people in the industry.

- Identify behaviors to let go of; let's face it, we all have bad habits and what you can do at the associate level isn't what you can get away with in the management level. We have a whole other class on that in Caltrans.
- Identify the support needed from the Mentor and that support can change as the relationship develops.
- The support needed from others; those are people you possibly network with and the mentor can introduce you to.
- Strategies to accomplish change
 - This can be further discussed with the Mentor after entering into the relationship.

Any questions at this point? Ok, I will go ahead and move on.

The Caltrans mentoring contract. We give you a few minutes to look at that on your own.

After the Goals, Objectives and Needs worksheet and the Mentee Development plan are completed, they are reviewed by the Mentor. If the Mentor feels that they can assist the Mentee with their career goals, they enter into the Caltrans Mentoring Agreement. This agreement:

- States the responsibilities of the Mentor and Mentee
- Leadership Competencies to be modeled- The competencies are part of the HR Mod and are readily available at the DPA website.
- Elements of Mentee's Development plan to be worked on. Again, all prior worksheets are incorporated.
- Mentoring relationship ground rules. It outlines who is responsible for what, how long they want the relationship to be, how often they want to meet. We recommend a minimum of three hours a month; it's in the mentoring handbook. But again, that can be more or can be less, depending on the relationship and what the workload dictates. However, the ground rules should recognize that the mentor is giving the gift of

mentoring; so the mentee should arrange times and places for meetings and always respect the Mentor's time.

- This contract should be adhered to, both parties should be aware of it.

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The mentoring program should be a three step program with Succession Planning.

The mentoring program is the first step in a three step model for Knowledge Transfer and Succession Planning:

- Mentoring- Learn from those who have done it to broaden knowledge base.
 - Make it part of the organizational culture
- Job-Shadowing-Try something new on for size while broadening organizational knowledge and experience.
 - Find out if you really like it. First-hand knowledge of opportunities in the organization really broaden skills and enhance marketability for

whomever does it. You might think you want to do a job until you shadow a job and say 'hey, that's not for me', or you might not be sure and job shadowing is a way of trying it on for size. Do you really want to do it.

- Then of course there's the difference between watching somebody fix your car and actually fixing your car. So we strongly suggest that you enter into a job rotation.
- Before entering into a job rotation, obviously consult Labor Relations, look at duty statements, and see how that really fits into exchanging PYs; there's a lot of intricacies involved in that. It's really important that if they have shadowed it, that they rotate into it, after they get a chance to do it. It could open up other career opportunities for them that they did not realize at the onset of the mentoring relationship.

For additional information, like I said, you could download the mentoring handbook. Let's take a quick look at that mentoring handbook. The mentoring handbook is 28 pages long. It takes some study to get used to it. If you have questions, feel free to e-mail me. I will answer all the e-mails. Any other questions before we wrap it up here?

Joan: Randy, we'll wait a minute for a couple of questions, but we thank you very much for your time this morning in sharing this. Would like to say to the others who attend it, if there are other topics you would like to hear webinars on, will you please let us know. Or if you want to present, you have something that you think you have a best practice you'd like to share. We would appreciate feedback. I am going to go ahead and put my email address up here and any feedback would certainly be very welcome. It is going to be Joan.Strohauer@dpa.ca.gov. Please send any comments, suggestion or feedback. Randy, thank you again.

Randy: and real quickly, I'd like to acknowledge Tracey who helped me put together this PowerPoint and the entire staff.

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Additional Information is available at the DPA website. If you have any questions feel free to E-mail me at randy_weissman@dot.ca.gov.